

In the Name of Allah
Dr. Abdullah M. M. Ali Shaghi, Assistant Professor
of Linguistics, Department of English, Zabid-College
of Education, Hodeidah University



Writing 2 | March 2 2016

This Writing 2, a Simplified Course-Book (137ھ /E137) aims at developing the Yemeni students' awareness of writing skills in connection with the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University). The Yemeni students will study some important English writing skills (writing complex and compound-complex sentences, more punctuation marks, and writing descriptive, narrative, and free writing long paragraphs about different topics using complex and compound-complex sentences sentence) It also provides a Cursive Handwriting Practice

**A Simplified
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Table of Contents

Section 1: Welcome to the Writing 2, A Simplified Course-Book-Book.....	3
Section 2: Quick Review of Simple Sentences and Compound Sentences	6
Section 3: Writing Your First Complex Sentences.....	9
Section 4: Writing Your First Compound-Complex Sentences	14
Section 5: Summary of Complex Sentences and Compound Complex Sentences (Examples and Rules)	20
Section 6: Sentence Corrections	22
Section 7: Writing Your First Long Descriptive, Narrative and Free Writing Paragraphs	34
Section 8: Various Samples of Paragraphs.....	42
Section 9: Your First Cursive Handwriting Practice	47
Sources, References and Bibliographies	75
Appendix: Previous Exam Question Papers	76

Section 1: Welcome to Writing 2, a Simplified Course-Book

This simplified course-book of Writing 2 focuses on teaching writing and cursive handwriting to the 1st-Year-English-B.Ed. students, of the year 2014-2015, 2nd Semester 2014-2015, in the Department of English, Zabid-College of Education, Hodeidah University, Yemen. The author and lecturer of this simplified course-book is Dr. Abdullah M. M. Ali Shaghi, an Assistant Professor of Linguistics, Ph.D. in Linguistics, from Aligarh Muslim University (A.M.U.), U.P., India, 2010; M.A. in Linguistics from JNU, New Delhi, India in 2006, and B.Ed. in English from Hodeida University (HU) in 1996.

The simplified course-book Writing 2 (137ح /E137) aims at developing the Yemeni students' awareness of writing skills in connection with the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University). The Yemeni students will study some important English writing skills (writing complex and compound-complex sentences, more punctuation marks, and writing descriptive, narrative, and free writing long paragraphs about different topics using complex and compound-complex sentences sentence) It also provides a Cursive Handwriting Practice. The premise behind the Cursive Handwriting Practice in this simplified course-book is simple and straightforward and –frequent – focused practice of a skill leads to a mastery and retention of that skill. In daily life, we, like many other people, think writing in cursive works best when we write, a note, a report or a friendly letter because we can write it faster. Cursive [= joined] writing also makes the note or the report or the friendly letter very personal.

It completes the previous simplified course-book of Writing 1 (135ح /E135), which has focused on teaching writing of simple sentences, and compound sentences and other types of sentences within these two categories and teaching writing short paragraphs using such sentences; capitalization rules and punctuation marks have been thoroughly and in details taught including teaching print handwriting. It is closely linked with Reading 2 (139ح /E139) simplified course-book in the abovementioned educational institutions. Students will learn and practice writing Complex sentences, compound complex sentence, descriptive, narrative and free writing long paragraphs composed of such types of sentences including linking language/sentence-connectors, with grammatical and acceptable English on various topics including some of topics covered in Reading 2 simplified course-book. In addition, they will learn and practice handwriting / writing practice in cursive or a cursive handwriting practice with guidelines. This is based on a

language used to model and practice proper cursive-formation of English Lower-Case / Small Upper-Case / Capital Letters where the teacher / lecturer will have the students say the language with him/her as you trace or write a letter on a three-lines-stave. Then they are going to learn and practice cursive handwriting of sentences on several lines of three-lines-staves as indicated in every case there. After that, they are going to learn and practice cursive handwriting of a report and a friendly letter on several lines of two-lines-staves provided there and indicated in every case there.

Finally, Cursive Handwriting Worksheets without Guidelines, where students will use their educational experience of their best cursive handwriting to carefully, and neatly rewrite paragraphs of the worksheets without guidelines. They will rewrite them on eight lines of the three-lines-staves as well as on the other eight lines of two-lines-staves provided below each paragraph of the worksheet or on any lined-paper/copybook of theirs. What follow will be normal handwritings of each paragraph of the worksheet meant for those few of the students who cannot read the cursive/joined letters and words well.

Simplified course-book Requirements

Mid-term Exam:	% 45
Final Exam:	% 105

Examinations

There will be TWO examinations. Each examination will focus primarily on the material, which the lecturer has covered since the previous examination. There will be a cumulative final examination given during the final examination period.

Participation and Attendance

Participation includes regular attendance, preparation of class materials and readings, and active contribution. Think about what you are learning, and be ready to participate when you come to class. Please ask questions if you do not understand or even if you do. If you are having any problem, or if you just want to discuss specific issues see me after class. Attend class! Attendance is important to

understanding the material since we will try to show corrections of writing exercises in our class discussions. If you are going to miss class for a good reason, it is a good idea to let me know ahead of time if possible.

Acknowledgments

The author of this simplified course-book would like to thank all of those (colleagues and students) who have invest time and effort into this project. This simplified course-book would not have been possible without them.

The production of this simplified course-book was with the following open source program: (archive.org). Students and interested readers can find the author's own uploads in the link: (https://archive.org/details/@dr_abdullah_shaghi).

Section 2: Quick Review of Simple Sentences and Compound Sentences

In your first semester and especially in your “Writing 1, a simplified course-book” you have learned and studied about writing Simple Sentences with Ten (10) Types as well as Compound Sentences with Eight (8) Rules that undergo the simple and the compound sentence types, a quick review of which are summarized in the following two tables:

Summary of Simple Sentences with Ten (10) Types

Summary of Simple Sentences with Ten (10) Types			
No.	Simple Sentences	No.	Simple Sentences
1	Declarative Sentence The sun rises in the East.	2	Interrogative Sentence When does the bus leave?
3	Negative Sentence He does not get up early.	4	Exclamatory Sentence That sounds fantastic!
5	Imperative Sentence Open the door.	6	S + be + (a) + N We are workers.
7	S + be + Adj We are happy.	8	S+V+(a, an, the)+(adj.)+(N)+(Prep P) They buy food at the supermarket.
9	S+ be + (a, an) + Adj. + N He is a happy man.	10	S + be + (a, an, the)+ (adj.) + (N) + Prep P There is an English book on the table.

Summary of Compound Sentences with Eight (8) Rules

(Note: Keep in mind the following: IC = Independent Clause (= Simple Sentence (Complete Thought)), CConj = Coordinating Conjunction (and, but, or, for, nor, yet, so), to Inventive Clause = to InC

Summary of Compound Sentences with Eight (8) Rules	
1	I wanted to come, but it was late. IC + , + CConj (but) + IC
2	Peter drove to visit his friend, and they went out for dinner. IC + , + CConj (and) + IC
3	Mary thinks she should go to school, for she wants to get qualifications for a new profession. IC + , + CConj (for) + IC
4	Doug did not understand the homework assignment, so he asked the teacher for help. IC + , + CConj (so) + IC
5	The students did not prepare for the test, nor did they realize how important the test was. IC + , + CConj (nor) + IC
6	Susan thinks she should stay home and relax, or she should go on vacation. IC + , + CConj (or) + IC
7	Janet did very well on her job interview, yet she did not get the position. IC + , + CConj (yet) + IC
8	Jack flew to London to visit his Uncle, and to visit the National Museum. IC + to InC + , + CConj (and) + to InC

All sentence types summarized in the above tables undergo the first two basic sentence types of all sentence types that fall into the following four basic sentence type categories in English.

- 1) Simple Sentences
- 2) Compound Sentences
- 3) Complex Sentences
- 4) Compound – Complex Sentences

In your first semester and especially in your “Writing 1 Simplified course-book” you have studied about the simple and the compound sentence types, a quick review of which are given below:

Simple Sentences: Quick Review

Simple sentences contain no conjunction (i.e., and, but, or, etc.).

Examples

- 1) Frank ate his dinner quickly.
- 2) Peter and Sue visited the museum last Saturday.
- 3) Are you coming to the party?

Exercise (1) Write any three Simple Sentences.

On the numbered space provided below, write three simple sentences.

Compound Sentences: Quick Review

Compound sentences contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).

Examples:

- 1) I wanted to come, but it was late.
- 2) The company had an excellent year, so they gave everyone a bonus.
- 3) I went shopping, and my wife went to her classes.

Exercise (2) Write any three Compound Sentences

On the numbered space provided below, write three compound sentences.

In this semester in your Writing 2, a simplified course-book you are going to learn in details, in the following sections, about Writing Complex Sentences and Compound-Complex Sentences as well as Writing Descriptive, Narrative, and free writing Paragraphs:

Section 3: Writing Your First Complex Sentences

Complex sentences contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although, despite, if, since, etc.).

Examples

- 1) My daughter, who was late for class, arrived shortly after the bell rang.
- 2) That is the man who bought our house.
- 3) Although it was difficult, the class passed the test with excellent marks.

Exercise (3) Write any three Complex Sentences

On the numbered space provided below, write three complex sentences.

Complex Sentence Worksheet

This worksheet focuses on writing complex sentences and is ideal for intermediate to upper intermediate level classes.

Complex Sentences - What are they?

As said before, complex sentences are made up of two clauses - an independent clause and dependent clause. Independent clauses are similar to simple sentences. They can stand-alone and function as a sentence. Dependent clauses, however, need to be used together with an independent clause to make sense.

Independent Clauses

Here are some examples of Independent clauses:

- 1) We did not pass the test.
- 2) Angela won the competition.
- 3) The doctor will go ahead with the operation.

Dependent Clauses

Here are some examples of dependent clauses:

- 1) Although we had studied for a long time because she had practiced for weeks if he gets positive test results

Notice how the first group of sentences, the independent clauses, can be used as complete sentences. The dependent clauses, on the other hand, are missing an element (the independent clause) to make sense.

The Two Clauses Combined to Make Complex Sentences

Here are the two clauses combined to make complex sentences:

- 1) Although we had studied for a long time, we did not pass the test.
- 2) Angela won the competition because she had practiced for weeks.
- 3) The doctor will go ahead with the operation if he gets positive test results.

How are Complex Sentences Written?

Complex sentences are written by using subordinating conjunctions to connect the two clauses. These subordinating conjunctions fall into different categories. Here are the most common subordinating conjunctions based on their function. When beginning a sentence with a subordinating conjunction, place a comma at the end of the clause. There is no need for a comma if the subordinating conjunction introduces the dependent clause in the middle of the sentence.

Most Common Subordinating Conjunctions Based on Their Function

Showing Opposition or Unexpected Results

Although / even though / though: Showing Opposition or Unexpected Results

Showing Opposition or Unexpected Results → Although I felt he was wrong, I decided to trust him.

Showing Opposition or Unexpected Results → Sharon started looking for a new job even though she was currently employed.

Showing Opposition or Unexpected Results → Though I could not understand a word, we had a great time!

Showing Cause and Effect

Because / Since / As: Cause and Effect

Cause and Effect → Since you need some help, I will come over this afternoon.

Cause and Effect → Henry felt he needed to take some time off because he had been working so hard.

Cause and Effect → The parents paid for extra lessons as the children were very gifted.

Expressing Time

When / as soon as / before / after / by: Expressing Time

Expressing Time → By the time you get this letter, I will have left for New York.

Expressing Time → I used to play a lot of tennis when I was a teenager.

Expressing Time → We had a wonderful dinner after she had arrived.

Expressing Conditions

If / unless / in the case that: Expressing Conditions

Expressing Conditions → If I were you, I would take my time with that project.

Expressing Conditions → They will not come next week unless you ask them to do so.

Expressing Conditions → In the case that he is not available, we will look for another consultant.

Practice Complex Sentence Worksheet

Use subordinating conjunctions (though, if, when, because, etc.) to connect the sentences into one complex sentence and to write it on each space provided below.

1) Henry needs to learn English. I will teach him.

2) It was raining outside. We went for a walk.

3) Jenny needs to ask me. I will buy it for her.

4) Yvonne played golf extremely well. She was very young.

5) Franklin wants to get a new job. He is preparing for job interviews.

6) I am writing a letter, and I am leaving. You will find it tomorrow.

7) Marvin thinks he will buy the house. He just wants to know what his wife thinks.

8) Cindy and David had breakfast. They left for work.

9) I really enjoyed the concert. The music was too loud.

10) Alexander has been working sixty hours a week. There is an important presentation next week.

- 11) I usually work out at the gym early in the morning. I leave for work at eight a.m.
-
-

- 12) The car was extremely expensive. Bob did not have much money. He bought the car.
-
-

- 13) Dean sometimes goes to the cinema. He enjoys going with his friend Doug. Doug visits once a month.
-
-

- 14) I prefer to watch TV by streaming over the internet. It allows me to watch what I want when I want.
-
-

- 15) Sometimes it happens that we have a lot of rain. I put the chairs on the patio in the garage when we have rain.
-
-

Answers – Complex Sentences

Now, check your answers below:

There are other variations that are possible than those provided in the answers. Ask your teacher for other ways to connect these to write complex sentences.

- 1) As Henry needs to learn English, I will teach him.
- 2) We went for a walk even though it was raining.
- 3) If Jenny asks me, I will buy it for her.
- 4) Yvonne played golf extremely well when she was young.
- 5) Because Franklin wants to get a new job, he is preparing for job interviews.

- 6) When I am writing a letter, and I am leaving, you will find it tomorrow.
- 7) Unless his wife does not like the house, Marvin will buy it.
- 8) After Cindy and David had eaten breakfast, they left for work.
- 9) I really enjoyed the concert although the music was too loud.
- 10) As Alexander has an important presentation next week, he has been working sixty hours a week.
- 11) I usually work out at the gym before I leave for work at eight.
- 12) Though Bob did not have much money, he bought the extremely expensive car.
- 13) If Doug visits, they go to the cinema.
- 14) Since it allows me to watch what I want when I want, I prefer to watch TV by streaming over the internet.
- 15) If it rains a lot, I put the chairs on the patio in the garage.

All above are from <<http://esl.about.com/od/esl-worksheets/a/Complex-Sentence-Worksheet.htm>> 9/2/2015.

Section 4: Writing Your First Compound-Complex Sentences

Compound - complex sentences contain at least one dependent clause and more than one independent clause. The clauses are connected by both conjunctions: Coordinators (i.e., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.)

Examples

- 1) John, who briefly visited last month, won the prize, and he took a short vacation.
- 2) Jack forgot his friend's birthday, so he sent him a card when he finally remembered.
- 3) The report, which Tom compiled, was presented to the board, but it was rejected because it was too complex.

Exercise (4) Write any three Compound-Complex Sentences

On the numbered space provided below, write three Compound-Complex Sentences.

1. _____

2. _____

3. _____

Compound-Complex Sentence Worksheet

This worksheet focuses on writing compound complex sentences and is ideal for advanced level classes.

Compound Complex Sentences - What are they?

Compound complex sentences are sentences that contain two independent clauses and one or more dependent clauses. They are more complicated than compound sentences or complex sentences as they combine the two styles.

Learning to Write Compound Complex Sentences

Learning to write compound complex sentences is an advanced level English learning task. Make sure you understand both compound and complex sentences before you begin to study the compound complex sentences.

Compound Sentences - Quick Review

Compound sentences use coordinating conjunctions (for, and, nor, but, or, yet, so) to connect two simple sentences. Remember to place a comma before the coordinating conjunction. Here are two compound sentences as examples to review.

- 1) I would like to read the book, but it is not available.
- 2) Janet is going to visit her grandparents, and she is going to a meeting.

Complex Sentences Adverb Clauses- Quick Review

Complex sentences combine one dependent and one independent clause through the use of subordinating conjunctions such as because, though, as, while, if, etc.

these are also known as dependent adverb clauses.

Here are two complex sentences as examples to review. Notice how the two sentences are similar in meaning to the two compound sentences.

- 1) Though it is not available, I would like to read the book.
- 2) Janet is going to a meeting after she has visited her grandparents.

Remember that the dependent clause can be placed at the beginning or the end of the sentence. When placing the dependent clause at the beginning of the sentence, use a comma.

Complex Sentences Using Relative Clauses - Quick Review

Complex sentences also use relative clauses using relative pronouns (who, which, that, etc.) as the independent clause to modify a noun or noun phrase. Relative clauses are also known as dependent adjective clauses.

- 1) I would like to read the book which was written by John Handy.
- 2) Jane is going to visit her grandparents who live in Boston.

Combining the Two - Compound Complex Sentences

Most compound complex sentences contain a coordinating conjunction and an adverb or relative clause.

Here are examples combining the previous sentences to write compound complex sentences.

- 1) I would like to read the book which was written by John Handy, but it is not available.
- 2) Jane is going to a meeting after she has visited her grandparents who live in Boston.

Practice Compound Complex Sentence Worksheet

Combine the sentences two make one compound complex sentence.

1) Susan teaches the kids who live in the neighborhood. They meet in the evenings after she comes home from work.

2) The doctor wants to prescribe physically therapy, and he asked me to see a specialist. He recommended Dr. Smith.

3) Anthony told us about the assembly of the products. Unfortunately, he did not tell us about where they were made.

4) We managed to finish the exercise on time, and passed the exam. However, it was very difficult.

5) The man spoke little English. Mary understood him, but could not help.

6) We did not have much time, so we did not read the final chapter. However, we still enjoyed the book.

7) We will miss our father greatly. He taught us many lessons. Those lessons have helped us succeed in life.

8) The eagles attract many tourists. They live in the local mountain range. Unfortunately, the politicians still refuse to protect them.

- 9) We finished our work early, so we decided to go out for a drink. We went to Allan's Pub.

- 10) The students who attended the university went on strike. They protested the tuition hikes.

- 11) Sandy wanted to ask her uncle questions about his experiences. Her uncle fought in WW II.

- 12) The boys refused to ask the teacher any questions. They failed the exam.

- 13) I do not like the food. The staff prepares the food. I also do not like their unfriendly attitude.

- 14) Sheila loves red. The Mustang is red, but she might wait a few months.

- 15) He can join us if he asks the man who invited us to the party. He can also stay home.

Answers: Compound Complex Sentence Worksheet

Now, check your answers below.

There are other variations that are possible than those provided in the answers. Ask your teacher for other ways to connect these to write complex sentences.

- 1) Susan teaches the kids who live in the neighborhood in the evenings after she comes home from work.
- 2) The doctor wants to prescribe physically therapy, and he wants me to see Dr. Smith whom he recommended.
- 3) Anthony instructed us on how the products are assembled, but he failed to tell us where they were made.
- 4) Although the exercise was difficult, we managed to finish it on time, so we passed the exam.
- 5) Mary understands the man who spoke little English, but she was unable to help him.
- 6) Because we had limited time, we did not read the final chapter, yet we still enjoyed the book.
- 7) Our father taught us many lesson which helped us succeed in life, and we will miss him greatly.
- 8) The eagles which live in the local mountain range attract many tourists, but the local politicians still refuse to protect them.
- 9) As we had finished our work early, we decided to go out for a drink, so we went to Allan's Pub.
- 10) The students who attended the university went on strike, for they protested the tuition hikes.
- 11) Sandy never met her uncle who had fought in WW II, yet she wanted to ask him about his experiences.
- 12) The boys refused to ask the teacher who had instructed them any questions, so they failed the exam.
- 13) I do not enjoy the food which is prepared by the staff, nor do I appreciate their unfriendly attitude.
- 14) As she loves red, Sheila wants to buy the Mustang, or she wants to wait for a few months.
- 15) If he wants to join us, he needs to ask the man who invited us to the party, or he can stay home.

All above are from: < <http://esl.about.com/od/writingadvanced/a/Compound-Complex->

Sentence-Worksheet.htm> and <http://esl.about.com/od/writingadvanced/a/Compound-Complex-Sentence-Worksheet_2.htm> 9/2/2015

Section 5: Summary of Complex Sentences and Compound Complex Sentences (Examples and Rules)

(Note: Keep in mind the following: IC = Independent Clause, DC = Dependent Clause, CConj = Coordinating Conjunction (and, but, or, for, nor, yet, so), SConj = Subordinating Conjunction (Although/though/even though, Because/since/as, When/as soon as/before/after/ while, Where, Who, whom, which, that, What, If/unless/in the case that), NP = Noun Phrase, and , = Comma) You can download “Writing 2” from

Complex Sentences (Examples & Rules)

Complex Sentences (Examples & Rules)	
1	As Henry needs to learn English, I will teach him. As + Henry needs to learn English + , + I will teach him. SConj + DC + , + IC Other examples: (1, 3, 5, 7, 8, 10, 12, 13, and 15) in pages 13 & 14
2	We went for a walk even though it was raining. We went for a walk + even though + it was raining. IC + SConj + DC Other examples: (2, 4, 5, 9, and 11) in pages 13 & 14
3	When I am writing a letter, and I am leaving, you will find it tomorrow. When + I am writing a letter + , + and + I am leaving + , + you will find it tomorrow. SConj + DC + , + CConj + IC + , + IC Other examples: (6) in page 13
4	Since it allows me to watch what I want when I want, I prefer to watch TV by streaming over the internet. Since + it allows me to watch + what + I want + when + I want + , + I prefer to watch TV by streaming over the internet. SConj + DC + SConj + DC + SConj + DC + , + IC Other examples: (14) in page 14

Compound-Complex Sentences (Examples & Rules)

Compound-Complex Sentences (Examples & Rules)	
1	<p>Our father taught us many lessons which helped us succeed in life, and we will miss him greatly.</p> <p>Our father taught us many lessons + which + helped us succeed in life +, + and + we will miss him greatly.</p> <p>IC + SConj + DC + , + CConj + IC</p> <p>Other examples: (5, 7, 11, 12, and 13) in page 19</p>
2	<p>Susan teaches the kids who live in the neighborhood in the evenings after she comes home from work.</p> <p>Susan teaches the kids + who live in the neighborhood in the evenings + after + she comes home from work.</p> <p>IC + SConj + DC + SConj + DC</p> <p>Other examples: (1) in page 19</p>
3	<p>Anthony instructed us on how the products are assembled, but he failed to tell us where they were made.</p> <p>Anthony instructed us on + how the products are assembled, but he failed to tell us + where + they were made.</p> <p>IC + SConj + DC + , + IC + CConj + IC + SConj + DC</p> <p>Other examples: (2 and 3) in page 19</p>
4	<p>Because we had limited time, we did not read the final chapter, yet we still enjoyed the book.</p> <p>Because + we had limited time +, + we did not read the final chapter +, + yet + we still enjoyed the book.</p> <p>SConj + DC + , + IC + , + CConj + IC</p> <p>Other examples: (4, 6, 9 and 14) in page 19</p>
5	<p>If he wants to join us, he needs to ask the man who invited us to the party, or he can stay home.</p> <p>If + he wants to join us +, + he needs to ask the man + who + invited us to the party +, + or + he can stay home.</p> <p>SConj + DC + , + IC + SConj + DC + , + CConj + IC</p> <p>Other examples: (15) in page 19</p>
6	<p>The students who attended the university went on strike, for they protested the tuition hikes.</p> <p>The students + who + attended the university + went on strike +, + for + they protested the tuition hikes.</p> <p>NP + SConj + DC + IC + , + CConj + IC</p> <p>Other examples: (8 and 10) in page 19</p>

Section 6: Sentence Corrections

6.1. Ten (10) Common Sentence Mistakes in English

Some mistakes are common when writing sentences in English. Each of these ten (10) common sentence mistakes provides correction information as well as links to more detailed information.

6.1.1. Incomplete Sentence - Sentence Fragment

One common mistake many students make is the use of incomplete sentences. Each sentence in English must contain at least a subject and a verb, and should be an independent clause.

Examples of incomplete sentences without a subject or a verb might include an instruction or a prepositional phrase. For example:

Through the door. → (Incomplete Sentence)

In the other room. → (Incomplete Sentence)

Over there. → (Incomplete Sentence)

These are phrases we may use in spoken English, but that should not be used in written English as they are incomplete.

Sentence fragments caused by dependent clauses used without an independent clause are more common. Remember that subordinating conjunctions introduce dependent clauses. In other words, if you use a subordinating clause beginning with a word such as 'because, though, if, etc.' there must be an independent clause to complete the thought. This mistake is often made on tests asking a question with 'Why'.

For example, the sentences:

Because Tom is the boss. → (Incomplete Sentence)

Since he left work early without permission. → (Incomplete Sentence),

might answer the question: "Why did he lose his job?" However, these are sentence fragments. The correct answer would be:

He lost his job because Tom is the boss.

He lost his job since he left work early without permission.

Other examples of incomplete sentences introduced by subordinating clauses include:

Even though he needs help. → (Incomplete Sentence)

If they study enough. → (Incomplete Sentence)

As they had invested in the company. → (Incomplete Sentence)

6.1.2. Run-on Sentences

Run-on sentences are sentences that:

- 1) Are not connected by appropriate linking language such as conjunctions and
- 2) Use too many clauses rather than using periods and linking language such as conjunctive adverbs.

The first type leaves out a word - usually a conjunction - that is required to connect a dependent and independent clause. For example:

- 1) *The students did well on the test they did not study very much.*
- 2) *Anna needs a new car she spent the weekend visiting car dealerships.*

The first sentence should use either a conjunction 'but', or 'yet' or a subordinating conjunction 'although, even though, or though' to connect the sentence. In the second sentence, the conjunction 'so' or the subordinating conjunction 'since, as, or because' would connect the two clauses.

- 1) *The students did well, yet they did not study very much.*
- 2) *Anna spent the weekend visiting car dealerships since she needs a new car.*

Another common run-on sentence occurs when using too many clauses. This often occurs using the word 'and'.

We went to the store and bought some fruit, and we went to the mall to get some clothes, and we had lunch at McDonald's, and we visited some friends.

NOTE: The continuous chain of clauses using 'and' should be avoided. In general,

do not write sentences that contain more than three clauses to ensure that your sentences do not become run-on sentences.

6.1.2.1. More Detailed Information on Run-On Sentences

A run-on sentence is a sentence with **at least two independent clauses (complete thoughts)** which are forced together instead of being properly connected.

To correct these sentences, you have several options:

- 1) Separate clauses using punctuation.
- 2) Separate clauses using a conjunction.
- 3) Rearrange the sentence (you may add or remove words).

Here is an example of a run-on sentence:

He put on some sunscreen, the sun was so extremely hot, and he wanted to go inside.

- 1) “He put on some sunscreen,” → 1st clause
- 2) “the sun was so extremely hot,” → 2nd clause
- 3) “he wanted to go inside.” → 3rd clause

The corrected sentence is as follows:

He put on some sunscreen **because** the sun was extremely hot. He wanted to go inside.

In the corrected sentence, we **separated** the **1st and 2nd clauses** using the conjunction **because**, and we **removed** the word **so**. We also **separated the 2nd and 3rd clauses** using a **period**.

Note: Just because a sentence is **long** does not necessarily mean it is a run-on. Some long sentences are grammatically **correct**, while some short sentences are **run-ons**.

Note: Simple, short sentences are the easiest to read and understand

6.1.2.2. Practice Correcting Run-On Sentences

Now, try to correct the following run-on sentences. Write your answers on the space(s) provide below.

1. My mother and father and sister are coming to dinner tonight.

2. I like learning English it makes me tired.

3. My sister was taller than me when we were young now I am the tallest it is fun.

4. I love school, I love learning, my teacher is nice.

5. I don;t want much for Christmas just some chocolates and a little toy car.

6. Blue is my favorite color it is the color of the sky and the sea and it reminds me of my favorite insect which is the butterfly.

7. When I get older I want to have a big family I like big families.

8. We usually leave at 11:00 but today is different we are leaving at 10:30.

9. I like Tuesdays and Wednesdays and I like Fridays because the weekend starts on Friday.

10. We should get moving there is no time to waste.

Run-On Sentences – Answers

Now, check and compare the several and possible answers you have made below.

1. My mother, father, and sister are coming to dinner tonight.

My parents and my sister are coming to dinner tonight.

2. I like learning English, but it makes me tired.

3. My sister was taller than me when we were young. Now I am the tallest, which is fun.

4. I love school and learning. I have a nice teacher.

5. I do not want much for Christmas – just some chocolates and a little toy car.

I do not want much for Christmas. I would be happy with some chocolates and a little toy car.

6. Blue is my favorite color. It is the color of the sky and the sea. Also, it reminds me of my favorite insect which is the butterfly.

Blue is my favorite color because it is the color of the sky and the sea. Also, it reminds me of my favorite insect: the butterfly.

7. When I get older I want to have a big family; I like big families.

I like big families. When I get older, I want to have a big family.

I like big families. So, when I get older, I want to have a big family.

8. We usually leave at 11:00 but today is different; we are leaving at 10:30.

We usually leave at 11:00 but today is different. Today, we are leaving at 10:30.

9. I like Tuesdays and Wednesdays. I also like Fridays, because the weekend starts on Friday.

I like Tuesdays and Wednesdays. I also like Fridays; the weekend starts on Friday.

10. We should get moving; there is no time to waste.

We should get moving. There is no time to waste.
There is no time to waste. So, we should get moving.

6.1.3. Duplicate Subjects

In writing sentences, sometimes students use a pronoun as a duplicate subject. Remember that each clause takes only one sentence. If you have mentioned the subject of a sentence by name, there is no need to repeat with a pronoun.

Example 1:

*Tom, he lives in Lost Angeles. .** → *Corrected Sentence: Tom lives in Los Angeles.*

Example 2:

*The students they come from Vietnam. ** → *Corrected Sentence: The students come from Vietnam.*

6.1.4. Incorrect Tense

Tense usage is a common mistake in student writing. Make sure that the tense used corresponds to the situation. In other words, if you are speaking about something that happened in the past do not use and include a tense that refers to the present.

For example:

*They fly to visit their parents in Toronto last week. ** → *Corrected Sentence: They flew to visit their parents in Toronto last week.*

*Alex bought a new car and drives it to her home in Los Angeles. ** → *Corrected Sentence: Alex bought a new car and drives it to her home in Los Angeles.*

6.1.5. Incorrect Verb Form

Another common mistake is the use of an incorrect verb form when combining

with another verb. Certain verbs in English take the infinitive and others take the gerund (-ing form). It's important to learn these verb combinations. Also, when using the verb as a noun, use the gerund form of the verb.

He hopes finding a new job. → Corrected Sentence: He hopes to find a new job.*

*Peter avoided to invest in the project. * → Corrected Sentence: Peter avoided investing in the project.*

6.1.6. Parallel Verb Form

A related issue is the use of parallel verb forms when using a list of verbs. If you are writing in the present continuous tense, use the 'ing' form in your list. If you are using the present perfect, use the past participle, etc.

*She enjoys watching TV, play tennis, and cook. * → Corrected Sentence: She enjoys watching TV, playing tennis, and cooking.*

*I have lived in Italy, working in Germany and study in New York. * → Corrected Sentence: I have lived in Italy, worked in Germany, and studied in New York.*

6.1.7. Use of Time Clauses

Time clauses are introduced by the time words 'when', 'before', 'after' and so on. When speaking about the present or future use the present simple tense in time clauses. If using a past tense, we usually use the past simple in a time clause.

*We will visit you when we will come next week. * → Corrected Sentence: We will visit you when we come next week.*

*She cooked dinner after he was arriving. * → Corrected Sentence: She cooked dinner after he arrived.*

6.1.8. Subject - Verb Agreement

Another common mistake is to use incorrect subject - verb agreement. The most common of these mistakes is the missing “s” in the present simple tense. However,

there are other types of mistakes. Always look for these mistakes in the helping verb.

*Tom play guitar in a band. * → Corrected Sentence: Tom plays guitar in a band.*

*They was sleeping when she telephoned. * → Corrected Sentence: They were sleeping when she telephoned.*

6.1.9. Pronoun Agreement

Pronoun agreement mistakes take place when using a pronoun to replace a proper noun. Often this mistake is a mistake of use of a singular form rather than a plural or vice versa. However, pronoun agreement mistakes can occur in object or possessive pronouns, as well as in subject pronouns.

*Tom works at a company in Hamburg. She loves his job. * → Corrected Sentence: Tom works at a company in Hamburg. He loves his job.*

*Andrea and Peter studied Russian at school. He thought they were very difficult. * → Corrected Sentence: Andrea and Peter studied Russian at school. They thought it was very difficult.*

6.1.10. Missing Commas after Linking Language / Sentence Connectors

When using an introductory phrase as linking language such as a conjunctive adverb or sequencing word, use a comma after the phrase to continue the sentence.

*As a result children should start studying English as early as possible. * → Corrected Sentence: As a result, children should start studying English as early as possible.*

6.2. Practice Advanced Sentence Correction of Errors 1 to 7

Correct the errors in the following sentences. One sentence does not have any errors. Write your answers in the space provided under each sentence. Source from: englishforeveryone.org

Example

Tomorro we will be goin to Toms birthday party.

Tomorrow, we will be going to Tom's birthday party.

6.2.1. Advanced Sentence Correction of Errors 1

1. Jim Rosarios husband is a nice man.

2. What time we gonna go to the mall?

3. My friends house is big red and expensive.

4. She looked at him and said "I will be back in five minutes!"

5. The old car doesn't need to be fixed.

6. What time it is?

6.2.2. Advanced Sentence Correction of Errors 2

1. Shell be comin soon so dont worry. →

2. she likes dogs, but she don't like cats →

3. I jus bot my sisters old house for too millions dollars. →

4. When I get home, I will make dinner. →

5. you know who's dog this is? →

6. When I get tired I take rest. →

6.2.3. Advanced Sentence Correction of Errors 3

1. I havent not heard from John in six months.

2. After today I will had worked here for ten years.

3. Anyone wanna play with me?

4. I would not have touched that button if I were you.

5. When we gonna get there im tired of riding in this car.

6. I has not seen them yet.

6.2.4. Advanced Sentence Correction of Errors 4

1. i can have a peace of pie?

2. me and my friend are gonna go to the beach next weekend.

3. What he got for Christmas? she asked

4. Mary tom and javier are nice peeple.

5. When are we going?

6. We going now?

6.2.5. Advanced Sentence Correction of Errors 5

1. Do Mary know when Mark gonna arrive.

2. In five minits I will had been working for ten hours.

3. I will like more tea she said to the server.

4. if he try hard enuf, Bill can become an actor some day.

5. Today is thursday october eleven 1965.

6. I simply cannot wait to get there!

6.2.6. Advanced Sentence Correction of Errors 6

1. In to days I will be the fith person to land on the moon.

2. “Tommy,” she said, “Could you please be quiet?”

3. If I was president I will make health care more afoardable.

4. We going to the super market later?

5. Spot my dog is the faster runner in the hole neighborhood.

6. When i am sixteen i am gonna get my lisence.

6.2.7. Advanced Sentence Correction of Errors 7

1. Sophia said, Get out of the rain!

2. Once the train arrives we will be on are way.

3. Gas in Alaska is the most cheapest gas in all the world.

4. When I turn forty five I would have been a coal miner for twenty two years.

5. Apollo 11 was the first manned mission to land on the moon.

6. The cashere gave me two hundred and sixteen dollars sixty two cents.

Answers to Advanced Sentence Corrections of Errors 1 to 7

Now, check your answers to Advanced Sentence Corrections of Errors 1 to 7:

6.3.1. Answers to Advanced Sentence Correction of Errors 1

1. Jim, Rosario's husband, is a nice man.
2. What time are we going to go to the mall?
3. My friend's house is big, red, and expensive.
4. She looked at him and said, "I will be back in five minutes!"
5. The old car does not need to be fixed. (no correction necessary)
6. What time is it?

6.3.2. Answers to Advanced Sentence Correction of Errors 2

1. She will be coming soon, so do not worry.
2. She likes dogs, but she does not like cats.
3. I just bought my sister's old house for two million dollars.
4. When I get home, I will make dinner. (no correction necessary)
5. Do you know whose dog this is?
6. When I get tired, I take a rest. -OR- When I get tired, I take a break.

6.3.3. Answers to Advanced Sentence Correction of Errors 3

1. I haven't heard from John in six months.
2. After today, I will have worked here for ten years.
3. Does anyone want to play with me?
4. I would not have touched that button if I were you. (no correction necessary)
5. When are we going to get there? I am tired of riding in this car.

6.3.4. Answers to Advanced Sentence Correction of Errors 4

1. Can I have a piece of pie?
2. My friend and I are going to go to the beach next weekend.
3. "What did he get for Christmas?" she asked.
4. Mary, Tom, and Javier are nice people.
5. When are we going? (No correction necessary)

6. Are we going now?

6.3.5. Answers to Advanced Sentence Correction of Errors 5

1. Does Mary know when Mark is going to arrive?
2. In five minutes, I will have been working for ten hours.
3. "I would like more tea," she said to the server.
4. If he tries hard enough, Bill could become an actor some day.
5. Today is Thursday, October eleventh, 1965.
6. I simply cannot wait to get there! (no correction necessary)

6.3.6. Answers to Advanced Sentence Correction of Errors 6

1. In two days, I will be the fifth person to have landed on the moon.
2. "Tommy," she said, "Could you please be quiet?" (No correction necessary)
3. If I were president, I would make healthcare more affordable.
4. Are we going to go to the supermarket later?
5. Spot, my dog, is the fastest runner in the whole (or entire) neighborhood.
6. When I am sixteen, I am going to get my license.

6.3.7. Answers to Advanced Sentence Correction of Errors 7

1. Sophia said, "Get out of the rain!"
2. Once the train arrives, we will be on our way.
3. Gas in Alaska is the cheapest in the world.
4. When I turn forty-five, I will have been a coal miner for twenty-two years.
5. Apollo 11 was the first manned mission to land on the moon. (No correction necessary)
6. The cashier gave me two hundred sixteen dollars and sixty-two cents.

Section 7: Writing Your First Long Descriptive, Narrative and Free Writing Paragraphs

In intermediate level writing classes, students should begin with some very concrete tasks leading up to writing long descriptive and narrative paragraphs using complex or compound-complex Sentences or both. Here are some of the most important first steps in writing that I find help intermediate level students gain confidence in writing skills.

These writing topics of these paragraphs are designed for intermediate level classes and give students an opportunity to write about a number of basic subjects including descriptive, narrative, and free writing topics.

For many students knowing that a complex or compound-complex sentence, like the simple or compound sentence, begins with a capital letter and ends with a period is a major step. Make sure to:

- Begin each sentence with a capital letter;
- End each sentence with a period;
- Using other punctuation marks such as commas, colons, semicolons, etc., that you have learnt in your Writing 1 Simplified course-book.
- Use capital letters only with proper names, the pronoun 'I', and the first letter of the first word in each sentence;
- Use other Capitalization Rules that you have learnt in your Writing 1, a Simplified Course-Book;
- Each sentence contains a subject, verb and, usually, a complement;
- Basic sentence structure is Subject + Verb + Complement; and
- Begin writing with complex sentences as well as compound-complex sentences.

7.1. Writing Descriptive Paragraphs

Writing descriptive paragraphs can be successful as one of the first writing activities for students. Start by helping students understand the difference between simple and complex sentences, and move on to practice writing complex sentences. Students should also be familiar with a wide range of descriptive adjectives. Start by having students answer basic questions below. Next, use the writing exercise to expand the answers into a well-formed descriptive paragraph.

Descriptive paragraphs are often used to describe what a person looks and acts like. Read this example descriptive paragraph; notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing.

Here is an example of a descriptive paragraph:

I am forty years old, rather tall and I have blue eyes and short black hair. I wear

casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis that I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here.

7.1.1. Written Exercise 1

Answer these questions about yourself on a piece of paper or the space provided below.

1. How old are you?
2. What do you look like?
3. What kind of clothes do you wear? Why?
4. What kind of job do you do? Do you like it?
5. What are your favorite hobbies? Why do you like them?
6. Where do you live?
7. Do you like living there? Why or why not?

7.1.2. Written Exercise 2

Now that you have the information about yourself ready, fill in the gaps to complete this descriptive paragraph about yourself.

I am _____ years old, I _____ (your looks). I wear _____ because _____. I am a _____. I like / do not like my job because _____. I enjoy _____. I

often _____ (describe how often you do your hobby). I also like
_____ (write about another hobby) because _____. I
live in _____. People in _____ are _____. I enjoy /
do not enjoy living in _____ because _____.

All above are from (englishforeveryone.org)

7.1.3. Practice Writing Descriptive Paragraphs

Ask your friends the same questions as in exercise I and write paragraphs about them.

7.2. Writing Narrative Paragraphs

Writing Narrative Paragraphs I - Things Happening Over Time

Narrative paragraphs are often used to describe what a person does over a period of time. Read this example narrative paragraph, notice how words like 'later' are used to connect what happens.

Yesterday evening I got home from work at 6 o'clock. My wife had prepared dinner which we ate immediately. After I had cleaned up the kitchen, we watched TV for about an hour. Then we got ready to go out with some friends. Our friends arrived at about 9 o'clock and we chatted for a while. Later we decided to visit a jazz club and listen to some music. We really enjoyed ourselves and stayed late. We finally left at one o'clock in the morning.

7.2.1. Written Exercise 1

Write out the following sentences on to a piece of paper or the space provided below to form a paragraph. Provide the correct form of the verb in the past and the correct prepositions. Click on the arrow to check your answers.

Yesterday evening Jack _____ (get) home _____ (preposition) half past five.
He immediately _____ (make) himself a cup of _____ (preposition) coffee and
_____ (sit down) to read a book.
He _____ (read) the book _____ (preposition) half past seven.
Then he _____ (make) dinner and _____ (get ready) to go out with his friends.
When his friends _____ (arrive) they _____ (decide) to go out to see a film.
He _____ (stay out) until midnight with his friends.
Finally he _____ (fall) asleep _____ (preposition) about one o'clock.

7.2.2. Written Exercise 2

Now that you have a good feeling for the form of a narrative paragraph; fill in the gaps in this paragraph with information about what you did yesterday evening.

Yesterday evening _____ at _____ o'clock. I immediately
_____. After _____, I (or we) _____. Then I
(or we) _____. I (or we) _____ a while.
Later I (or we) _____. I (or we) finally
_____.

7.2.3. Practice Writing Narrative Paragraphs I - Things Happening Over Time

Try to write a number of similar paragraphs about what you did last weekend, on your last holiday, etc.

7.2.4. Writing Narrative Paragraphs II – Habits

Narrative paragraphs are often used to describe our routines. Read this example narrative paragraph, notice how words like 'sometimes, often, etc.' are used to say often something happens.

Every Saturday morning I get up at eight o'clock. I immediately cook breakfast and my daughter and my wife and I usually have breakfast together. I usually go shopping. My daughter and wife usually go to the park to have some fun with the other children in our neighborhood. After I do the shopping, I come home and my wife and I clean the house. My wife then cooks lunch while my daughter plays in her room and then we eat together. After lunch, we sometimes go shopping. If we do not go shopping, we often go to the countryside for a nice walk. We often get home quite late and have a small dinner. We usually watch a film on TV and then go to bed at about eleven o'clock.

Written Exercise I

Answer the following questions by choosing the words that best fit your habits. Choose the word you want to complete the sentences.

When do you get up?

I usually / sometimes / rarely get up early / late.

What do you usually do on Saturday mornings?

I often / sometimes / never go to the supermarket / the gym / the park to do some shopping / take a walk / get fit.

Do you go to the temple / the mosque / church on Fridays / Saturdays / Sundays?

Yes / No, I go / do not go to the temple / the mosque / church on Fridays / Saturdays / Sundays.

What do you like doing in your free time?

Sometimes / Often I like reading books / playing sports / watching TV / listening to music / walking in the countryside. I also sometimes / often like reading books / playing sports / watching TV / listening to music walking in the countryside.

Written Exercise II

Now that you have a good feeling for the form of a narrative paragraph, describing habits. Fill in the gaps in this paragraph with information about what you usually do on Saturdays, Sundays or Fridays.

Friday is a _____ day for me. I _____ like
_____. I _____ get up _____ and then I
_____. After _____, I often go _____.
Sometimes, I like _____. In the afternoon, _____.
In the evening, I _____ like _____. I usually go to bed
around _____.

Practice Writing Narrative Paragraphs II – Habits

Ask friends about what they usually do on Sundays and write a narrative paragraph describing their Sunday habits.

[illegible]

7.3. Intermediate Free Writing Paragraphs

Directions: use the space below to write about anything you want.

Example:

Today was a nice day. It was very sunny and warm. I ate lunch with one of my friends who are very smart. She is studying to be an engineer. We laughed and talked together. After work, I picked my kids up from school. They were tired and did not want to go to their piano practice. I promised them ice cream if they did not complain about it. They behaved well and I got them the ice cream afterwards.

[illegible]

7.4. Advanced Free Writing Paragraphs

Directions: use the space below to write about anything you want.

Example:

Well, it is another rainy day. I hope the sun comes out so I can finally play some tennis. My friend and I have been playing together very much. We have about the same skill level so our matches are very competitive. His strength is serving, while I am best at long shots. Tomorrow, I think I may go to the mall to look at some new tennis shoes.

[illegible]

Section 8: Various Samples of Paragraphs

Given below are various entitled samples of paragraphs; read them and identify if they are descriptive, narrative, or free writing paragraphs; and try to write in your copybook similar or different paragraphs.

Scientist Talking on the Radio

(Man): A recent study of the kinds of food people prefer to eat determined that children and teenagers around the world like to eat almost the same things. No matter how different their countries might be, young people-especially small children-enjoy eating foods that are rich in sugar, such as chocolate. In addition, of

course, potato chips are an international favorite with children. While millions and millions of children and teenagers, this all changes as share these food preferences they grow older.

On My First Day in Sana'a

"On my first day in Sana'a, I was eating in a restaurant next to a young man who was my age. When I spoke to him about the uncertainty of Yemen, he said: 'We cannot sit and wait, so we just live. Every day there is a noise in Yemen: we stop and listen and then continue walking.' Life is more powerful than fear."

@jonwcollins(IG) in Old Sana'a, Yemen

Have you ever visited a country that is not a traditional tourist destination?

"I first fell in love with Italy -- its people, its language, its culture -- when I studied abroad in Milan in 1997. I now live in Rome, so when my husband and I had to go to Milan for business, we decided to make a holiday weekend of it. Each visit, especially seeing the city in lights on this last trip, always rekindles that first excitement, that first magic I felt so many years ago."

@scooteromatours(IG) in Milan, #Italy?

My Husband and I Set Off on a Two-Month Journey

"My husband and I set off on a two-month journey to experience 'off the beaten path' villages. It was a step back in time to see rural life where everything is still done by hand and life moves at a different, slower pace. So our last stop -- the most touristic place in India -- was overwhelming at first. But being together with the 10,000 other daily visitors, sharing the same view and admiring this incomparable but handmade beauty was well-worth joining the crowds."

@sallies(IG), Taj Mahal, #India?

All above, with some slight modifications, transcription, transliteration and corrections, are from Google + passion passport

@sallies(IG), Taj Mahal, #India?

Queen Victoria Park - Ontario – Canada

Queen Victoria Park is the main parkland located in Niagara Falls, Ontario, Canada opposite the American and Canadian Horseshoe Falls. Established by a Provincial Park Act in 1885 and opened in 1888, the park is operated by the Niagara Parks Commission and is considered the centerpiece of the Niagara Falls recreational tourist area. The park is known for its outstanding flower displays of daffodils and roses in-season, with many of the plantings done in a carpet-bedding design. Queen Victoria Park is also the focal point for the annual winter Festival of Lights.

All above, with some slight modifications, transcription, transliteration and corrections, are from Information Source: Wikipedia

Photo Source: lettraveller

Yemeni-Coffee

Yemeni-Coffee has been part of Arab life for a very long time, but who first discovered how to make it? There are many different stories. One of them goes like this: Long ago, there was a shepherd who lived in Yemen. One day he noticed some red coffee-berries growing on a coffee tree. He saw that when the goats ate the coffee-berries, they became very restless and excited. From these coffee-berries, a strong, hot coffee-drink was made. Ever since that time, people have been drinking coffee for its good taste – and to keep awake.

Daily Sunnahs of Prophet Mohammed (PBUH)

Eating Sunnahs:

Eating is an integral part of daily life and every human is expected to have at least three meals a day. The meals that a person eats provides nutrition to the body and thus it stands as a blessing of Allah that helps in maintaining and sustaining life. The major Sunnahs of Prophet Muhammad (PBUH) pertaining to eating are as follows: Prophet Muhammad (PBUH) would sit on the floor for eating and the place where He were to eat; He would spread a clean cloth before eating. This shows the element of humility in Islam; before eating Prophet Muhammad (PBUH) would wash His hands to the wrists, which is definitely a hygiene recommendation

of the science of today; Before starting eating Prophet (PBUH) would recite aloud ‘Bismillah wa’la barakatillah’, which means that ‘In the name of Allah and May He bless it.’ This shows the gratitude with which every Muslim must thank Allah for the food he or she is about to eat; As far as the eating manners are concerned, Prophet (PBUH) would eat with His right hand and start the food from the side that was in front of Him. Moreover, if anything from the food would fall down on the cloth, He would pick it up, clean it and eat it; Prophet (PBUH) never complained about the food and ate it with quietness and gratitude. A Muslim must realize that there are people who do not have the food available for which he or she is complaining, therefore, instead of being ungrateful; they should eat the food quietly. It was the Sunnah of Prophet (PBUH) to clean the plate in which He ate and not leave a morsel of food in it, which prevents any kind of food wastage. Moreover, after eating Prophet (PBUH) would lick His fingers as well; and After He was done with eating, He would say ‘(Praise be to Allah/God)’, which shows the gratitude that a Muslim must offer for the meal, he or she has had.

Drinking Sunnahs:

Drinking liquids in general and water in particular is also a thing of everyday life and people do it numerous times a day. Pertaining to drinking, the Sunnah of Muhammad (PBUH) are as follows: A Muslim must say Bismillah before drinking water; the water should be drank with the right hand and in a sitting position; Drinking water with the left hand and while standing is prohibited in Islam; Prophet (PBUH) would drink the water in three breaths and after every breath He would remove the utensil carrying water from His lips; and after drinking water, Prophet Muhammad (PBUH) would say, (Praise be to Allah/God).

Sleeping Sunnahs:

Sleeping is also a natural requirement of the body and a person is to have regular and sound sleep every day. Pertaining to sleeping, the major Sunnahs of Prophet Muhammad (PBUH) are as follows: Prophet Muhammad (PBUH) would make His bed Himself and before getting on to the bed, He would dust the bed thrice; Prophet (PBUH) would sleep in the state of Wuzu, which shows the purity that a Muslim is to have even when going to sleep; He would also make sure that He slept right after the Isha prayer. This early sleeping ensures that a person is able to wake up on time for Fajr prayer even if he or she does not wakeup in the night for

Thajud prayer; He would also apply Surmah to both the eyes which helps clean any impurities that are there in the eyes during the sleep and provides the relief from ache; He would also Miswak His teeth which is the same as brushing your teeth before going to bed as recommended by the doctors; Prophet (PBUH) would also sleep facing the Qibla on the right hand side with palm of the right hand under the right cheek and the knees slightly bent; Different narrations tell that Prophet (PBUH) would recite different Surahs and ayahs of Quran before going to sleep such as Surah Ikhlas, Surah Fatiha, Surah Mulk and so on. Meaning that a person must try to recite some part of Quran before going to sleep; and Finally before going to sleep, Prophet Muhammad (PBUH) would recite the Du'a' for sleeping as well.

Waking up Sunnahs:

When a person wakes up it marks the start of the day, therefore, it is imperative that this start that a person has be as close to Sunnah as possible. The major Sunnahs of Prophet Muhammad (PBUH) pertaining to waking up are as follows: He would rub the palms of the hands on the eyes and the face to ensure that the effects of sleep on the face are removed and the face becomes fresh comparatively; and Upon waking up Prophet Muhammad (PBUH) would recite the Du'a' for waking up which marks the start of the day with the name of Allah and invoking Him for a better and blessed day.

Toilet Use Sunnahs:

Going to toilet to relief one's self from the bodily needs is also a daily life activity and people undertake it frequently throughout the day. Pertaining to going to toilet, following are the major Sunnahs of Prophet Muhammad (PBUH): He would enter the toilet whilst covering His head; He would always wear shoes before entering the toilet and enter by placing the left foot into the toilet premises first; Prophet (PBUH) would recite the Du'a' of entering the toilet before entering it; The urination is to be done whilst sitting. Urinating while standing is not permissible in Islam; One must also neither face Qibla nor turn the back towards it while using toilet, whether it is during urinating or removal of bowel; One must also try to protect one's self from the splashes of urine as it is impure and there is punishment for those who do not protect themselves from the splashes of urine; and Leave the toilet whilst reciting the Du'a' for leaving toilet and do so by placing the right foot

out first followed by the left.

All above, with some slight modifications, transcription, transliteration and corrections, are from <http://www.qurantutor.com/blog/daily-sunnahs-of-holy-prophet-muhammad-s-a-w/>

Section 9: Your First “Cursive Handwriting Practice”

The premise behind the Cursive Handwriting Practice in this simplified course-book is simple and straightforward and -- frequent- focused practice of a skill leads to a mastery and retention of that skill. In daily life, we, like many other people, think writing in cursive works best when we write, a note, a report or a friendly letter because we can write it faster. Cursive [= joined] writing also makes the note or the report or the friendly letter very personal.

Cursive Handwriting Practice with Guidelines

First of all, you are going to learn and practice cursive handwriting with guidelines based on a language used to model and practice proper cursive-formation of English Lower-Case/Small Upper-Case/Capital Letters where your teacher / lecturer will have you say the language with him/her as you trace or write a letter on a three-lines-stave; then you are going to learn and practice cursive handwriting of sentences on several lines of three-lines-staves as indicated in every case below. After that, you are going to learn and practice cursive handwriting of a report and a friendly letter on several lines of two-lines-staves provided there and indicated in every case below:

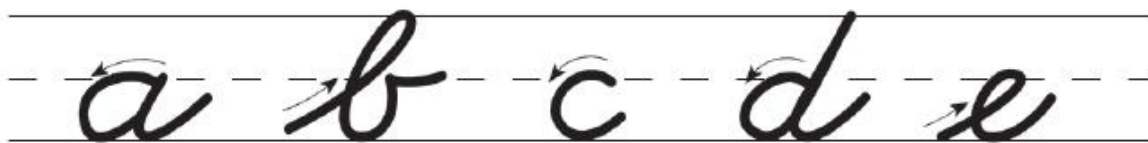
Cursive Handwriting Practice of English Letters

Language Used to Model and Practice Lower Case Cursive-Formation of English Letters

This language may be used to model and practice proper cursive-formation of the lower case of English letters. Your teacher / lecturer will have you say the language with him/her as they trace or write a letter.

Language Used to Model Lower Case Cursive-Formation of a, b, c, d, and e

Language Used to Model Lower Case Cursive-Formation of a, b, c, d, and e
a → pull back, around, up, and down
b → pull down, up, around
c → pull back and around
d → pull back, around, up, and down
e → pull across, back and around



Carefully and neatly, copy the above five lower case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for copying practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model Lower Case Cursive-Formation of f, g, h, i, and j

Language Used to Model Lower Case Cursive-Formation of f, g, h, i, and j
f → pull back, down, and cross
g → pull back, around, up, down and under
h → pull down, up, over, and down
i → pull down, dot
j → pull down, curve around, dot



Carefully and neatly, copy the above five lower case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model Lower Case Cursive-Formation of k, l, m, n, and o

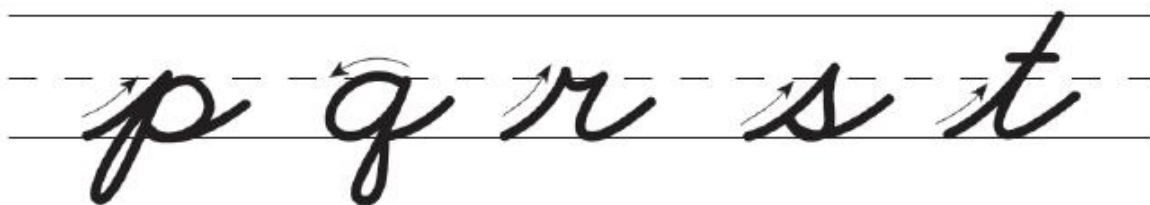
Language Used to Model Lower Case Cursive-Formation of k, l, m, n, and o	
k →	pull down, pull in, pull out
l →	pull down
m →	pull down, up, over, down and up, over and down
n →	pull down, up, over and down
o →	pull back and around



Carefully and neatly, copy the above five lower case letters on the following three lines of the three-line-staves:

Language Used to Model Lower Case Cursive-Formation of p, q, r, s, and t

Language Used to Model Lower Case Cursive-Formation of p, q, r, s, and t
p → pull down, up, and around
q → pull back, around, up, down and up
r → pull down, up, and over
s → pull back, in, around, and back
t → pull down and cross



Carefully and neatly, copy the above five lower case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for copying practice. Each set consists of a top solid green line, a middle dashed green line, and a bottom solid red line.

Language Used to Model Lower Case Cursive Formation of u, v, w, x, and y

Language Used to Model Lower Case Cursive-Formation of u, v, w, x and y	
u	→ pull down, around, up, and down
v	→ slant down, up
w	→ slant down, up, down, up
x	→ slant down, slant down
y	→ slant in, slant and down

Handwriting practice lines consisting of three horizontal lines (top solid green, middle dashed green, bottom solid red) repeated five times.



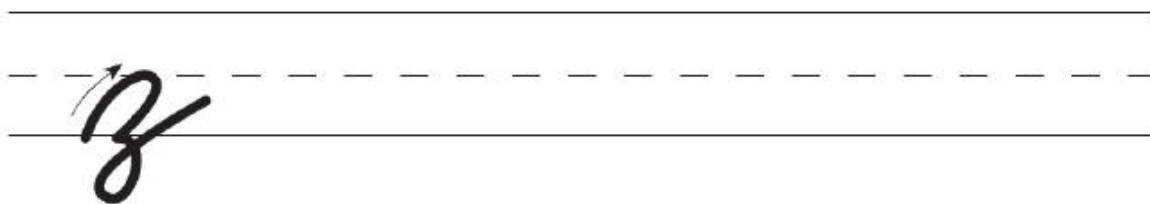
Carefully and neatly, copy the above five lower case letters on the following three lines of the three-line-staves:

Handwriting practice lines consisting of three horizontal lines (top solid green, middle dashed green, bottom solid red) repeated five times.

Language Used to Model Lower Cursive-Formation of z

Language Used to Model Lower Case Cursive-Formation of z

z → across, slant down, and cross



Carefully and neatly, copy the above last lower case letter z on the following three lines of the three-line-staves:

Three sets of three-line staves for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model and Practice Upper Case Cursive-Formation of English Letters

This language may be used to model and practice proper cursive-formation of the upper case of English letters. Your teacher / lecturer will have you say the language with him/her as they trace or write a letter.

Language Used to Model Upper Case Cursive-Formation of A B C D and E

Language Used to Model Upper Case Cursive-Formation of A B C D and E	
A →	slant down, slant down, across
B →	pull down, up, around and in, around and in
C →	pull back and around
D →	pull down, up and around
E →	pull down, across, across, and across



Carefully and neatly, copy the above five upper case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for copying practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model Upper Case Cursive-Formation of F G H I and J

Language Used to Model Upper Case Cursive-Formation of F G H I and J	
F →	pull down, across, across
G →	pull back, around, across
H →	pull down, pull down, across
I →	pull down, across, across
J →	pull down, curve around, across



Carefully and neatly, copy the above five upper case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model Upper Case Cursive-Formation of K, L, M, N, and O

Language Used to Model Upper Case Cursive-Formation of K, L, M, N, and O	
K	→ pull down, slant in, slant out
L	→ pull down, across
M	→ pull down, slant down, slant down, pull down
N	→ pull down, slant down, pull up
O	→ pull back and around



Carefully and neatly, copy the above five upper case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model Upper Case Cursive-Formation of P, Q, R, S, and T

Language Used to Model Upper Case Cursive-Formation of P, Q, R, S, and T	
P	→ pull down, up, and around
Q	→ pull back and around, cross
R	→ pull down, up, around, down, in, and slant down
S	→ pull back, in, around, down, and back around
T	→ pull down, across



Carefully and neatly, copy the above five upper case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for copying practice. Each set consists of a solid green top line, a dashed green middle line, and a solid red bottom line.

Language Used to Model Upper Case Cursive-Formation of U, V, W, X, and Y

Language Used to Model Upper Case Cursive-Formation of U, V, W, X, and Y	
U	→ pull down, around, up
V	→ slant down, slant up
W	→ slant down, up, down, up
X	→ slant down, slant down
Y	→ slant in, slant, and down



Carefully and neatly, copy the above five upper case letters on the following three lines of the three-line-staves:

Three sets of three-line staves for copying practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Language Used to Model Upper Case Cursive-Formation of Z

Language Used to Model Upper Case Cursive-Formation of Z
Z → across, slant down, across



Carefully and neatly, copy the above last upper case letter Z on the following three lines of the three-line-staves:

All above with some modifications are from:
<http://www.gov.pe.ca/photos/original/eeed_printcurk6.pdf>

Cursive Handwriting Practice of Sentences on Three-Lines-Space/Stave

Re-write the following sentences: (*1. Alice lives in Alaska. 2. Ollie lives in Oregon.*), with cursive upper case letters A and O and the other cursive lower case letters as shown below:

Alice lives in Alaska.

Ollie lives in Oregon.

Re-write the following sentences: (1. *Cecily wants to visit China.* 2. *Edward went to England.*), with cursive upper case letters C and E and the other cursive lower case letters as shown below:

Edward went to England.

Cecily wants to visit China.

Re-write the following sentences: (1. *Dad asked Dina to dance.* 2. *Leo dined at Dina's house.*), with cursive upper case letters L and D and the other cursive lower case letters as shown below:

Dad asked Dina to dance.

Leo dined at Dina's house.

Re-write the following sentences: (1. ***Bess bought a Brazilian bird.*** 2. ***Rick can read some Russian.***), with cursive upper case letters B and R and the other cursive lower case letters as shown below:

Bess bought a Brazilian bird.

Rick can read some Russian.

Re-write the following sentences: (1. ***Theodore Roosevelt won.*** 2. ***Franklin D. Roosevelt won, too.***), with cursive upper case letters T and F and the other cursive lower case letters as shown below:

Theodore Roosevelt won.

Franklin D. Roosevelt won, too.

Re-write the following sentences: (1. *Sue sees Glen on Saturday.* 2. *Senora Gomez is the guest.*), with cursive upper case letters S and G and the other cursive lower case letters as shown below:

Sue sees Glen on Saturday.

Señora Gomez is the guest.

Re-write the following sentences: (1. *Ida is cooking Indian food.* 2. *Jack cooks a Jamaican dish.*), with cursive upper case letters I and J and the other cursive lower case letters as shown below:

Ida is cooking Indian food.

Jack cooks a Jamaican dish.

Cursive Handwriting Practice of Paragraphs on Two-Lines-Staves

Copy the following REPORT on two lines spaces provided below or on any lined paper/copybook: (The Platypus: Is the platypus a mammal or a bird? The platypus lays eggs. So do birds. The platypus has a bill and webbed feet. But it also has claws. What do you think it is?) as shown below; try to keep your letter height and spacing even without the middle line.

The Platypus

*Is the platypus a mammal or a
bird? The platypus lays eggs. So do
birds. The platypus has a bill and
webbed feet. But it also has claws.
What do you think it is?*

(Source: n.d., Grade 3 Handwriting Workbook from McGraw-Hill, USA p. 75)

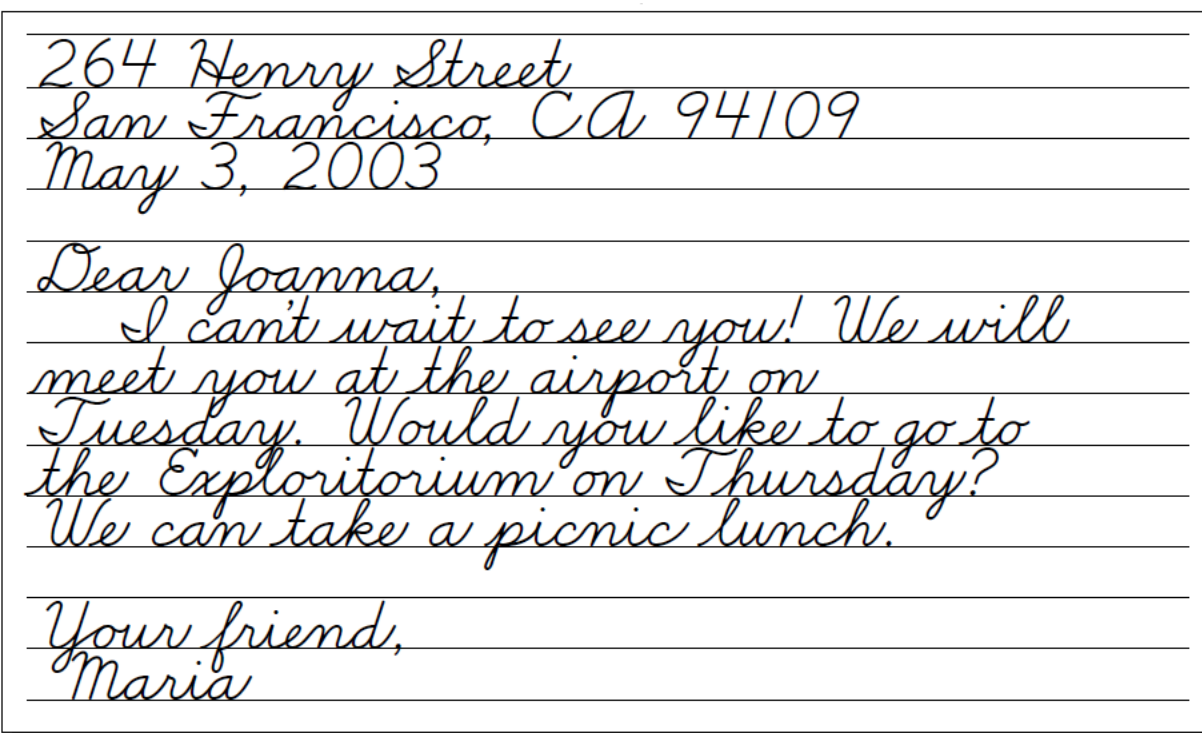
Copy the following friendly letter on two lines spaces provided below or on any lined paper/copybook: as shown below; make sure the heading, closing, and signature line up:

264 Henry Street
San Francisco, CA 94109
May 3, 2003

Dear Joanna,

I can't wait to see you! We will meet you at the airport on Tuesday. Would you like to go to the Exploratorium on Thursday? We can take a picnic lunch.

Your friend,
Maria



(Source: n.d., Grade 3 Handwriting Workbook from McGraw-Hill, USA p. 76)

Handwriting practice lines consisting of alternating green and red horizontal lines.

Cursive Handwriting Worksheets without Guidelines

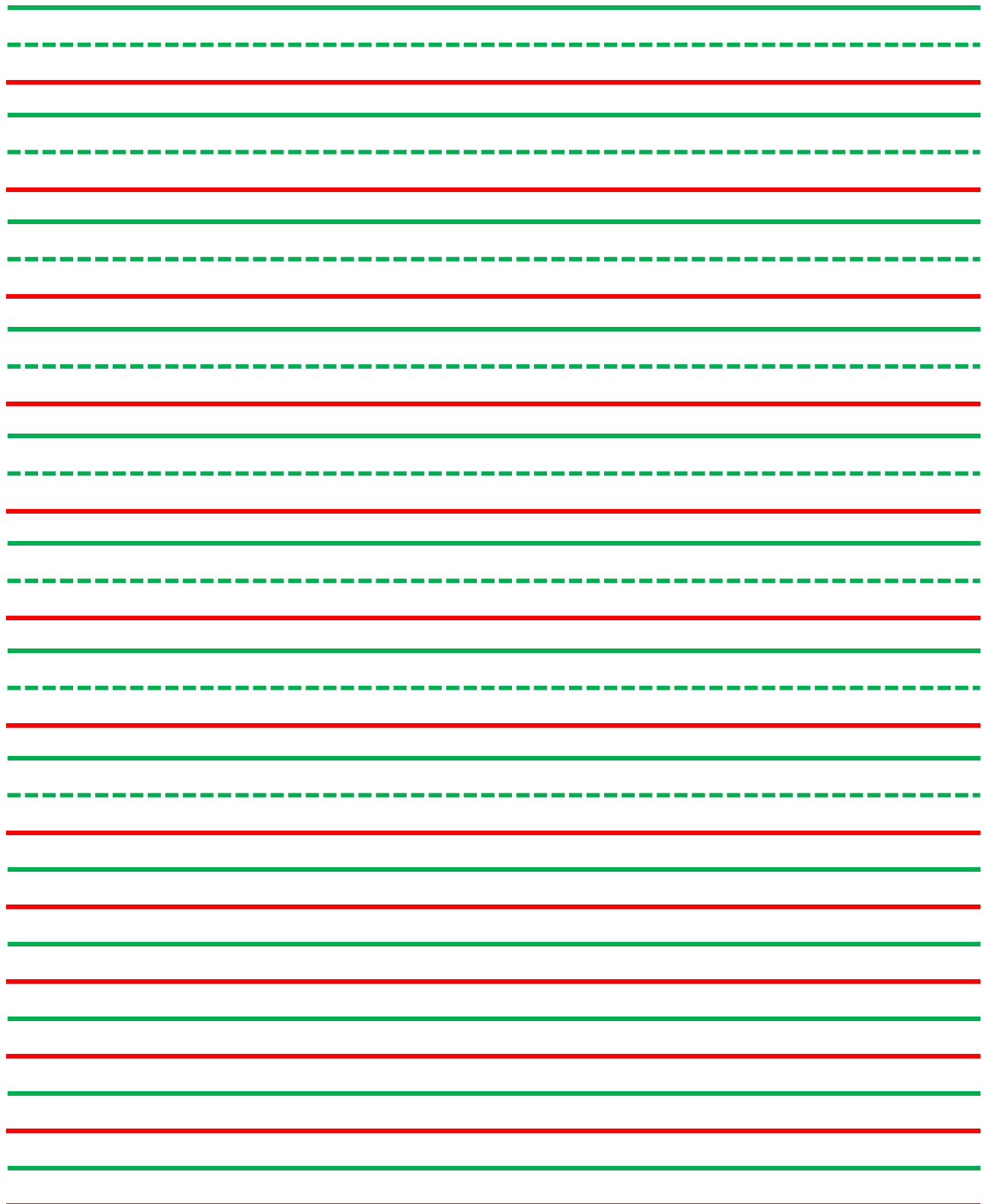
Here you are going to use your educational experience of your best cursive handwriting to rewrite carefully, and neatly the following paragraphs of the worksheets without guidelines. Rewrite them on the following eight lines of the three-line-staves as well as on the other following eight lines of the two-line-staves provided below of each paragraph of the worksheet or on any lined-paper/copybook of yours: Remember to space letters and words regularly. Followed are normal handwritings of each paragraph of the worksheet meant for some of you who cannot read the cursive/joined letters and words well.

Worksheet 1

Carefully and neatly, rewrite the following paragraph as indicated above on the following eight lines of the three-line-staves:

New measurements from a NASA satellite show a dramatic cooling in the upper atmosphere that correlates with the declining phase of the current solar cycle. For the first time, researchers can show a timely link between the Sun and the climate of Earth's thermosphere, the region above 100 km, an essential step in making accurate predictions of climate change in the high atmosphere.

Source: This paragraph is scanned and reproduced from T. Smith publishing
www.tlsbook.com

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of four lines: a solid green top line, a dashed green middle line, a solid red baseline, and a solid green bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

Normal Handwritings of the Above Paragraph of Worksheet 1:

Given below are the normal handwritings of the Above Paragraph of Worksheet 1:

Sun and Earth's Atmosphere

New measurements from a NASA satellite show a dramatic cooling in the upper atmosphere that correlates with the declining phase of the current solar cycle. For the first time, researchers can show a timely link between the Sun and the climate of Earth's thermosphere, the region above 100 km, an essential step in making accurate predictions of climate change in the high atmosphere.

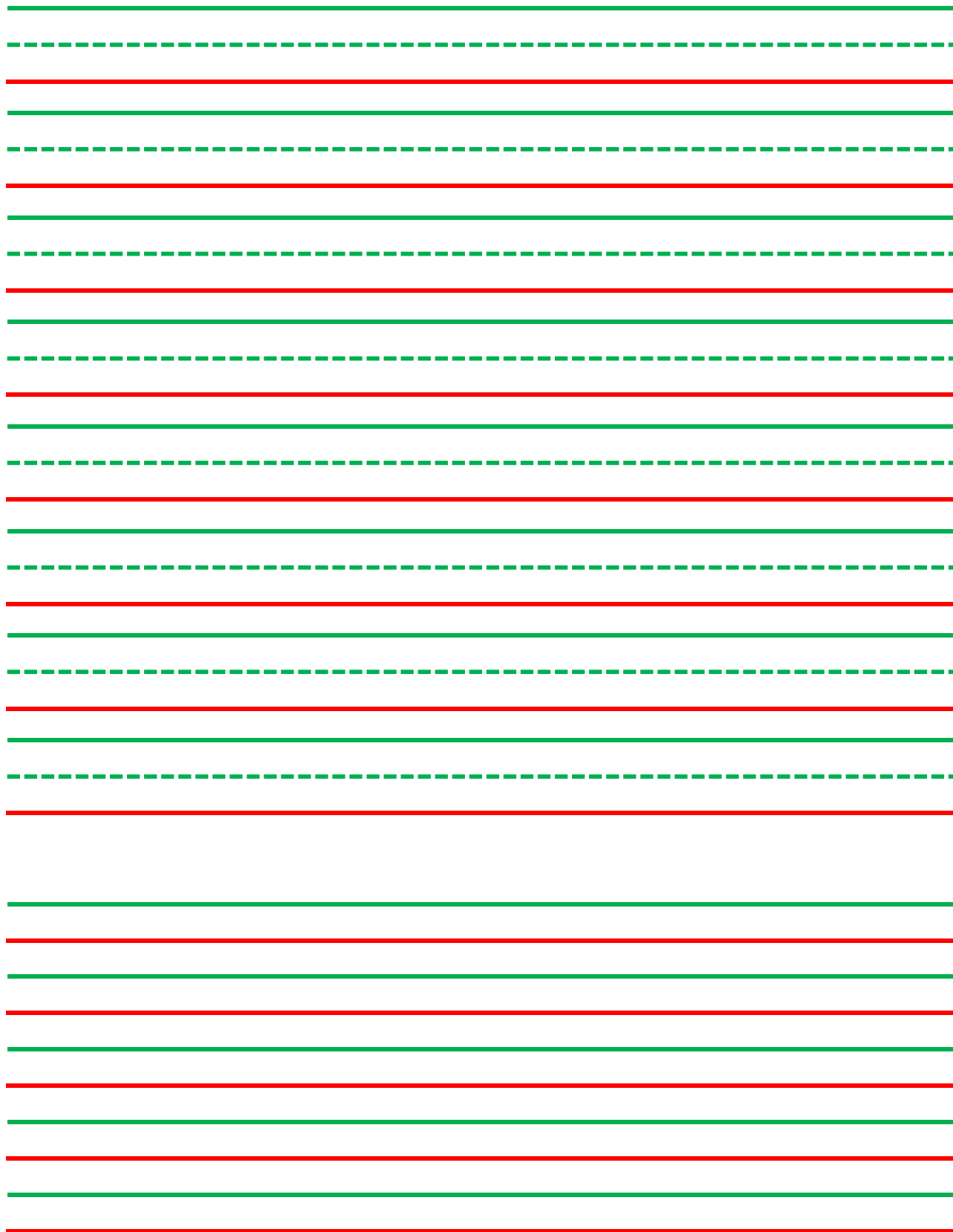
Worksheet 2

Carefully and neatly, rewrite the following paragraph as indicated above:

What Is a Black Hole?

A black hole is a region in space where the pulling force of gravity is so strong that light is not able to escape. The strong gravity occurs because matter has been pressed into a tiny space. This compression can take place at the end of a star's life. Some black holes are a result of dying stars.

Source: This paragraph is scanned and reproduced from T. Smith publishing
www.tlsbook.com

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid green top line, a dashed green middle line, and a solid red bottom line. These sets are arranged in two columns of five, providing a structured space for practicing letter formation and alignment.

Normal Handwritings of the Above Paragraph of Worksheet 2:

Given below are the normal handwritings of the Above Paragraph of Worksheet 2:

What Is a Black Hole?

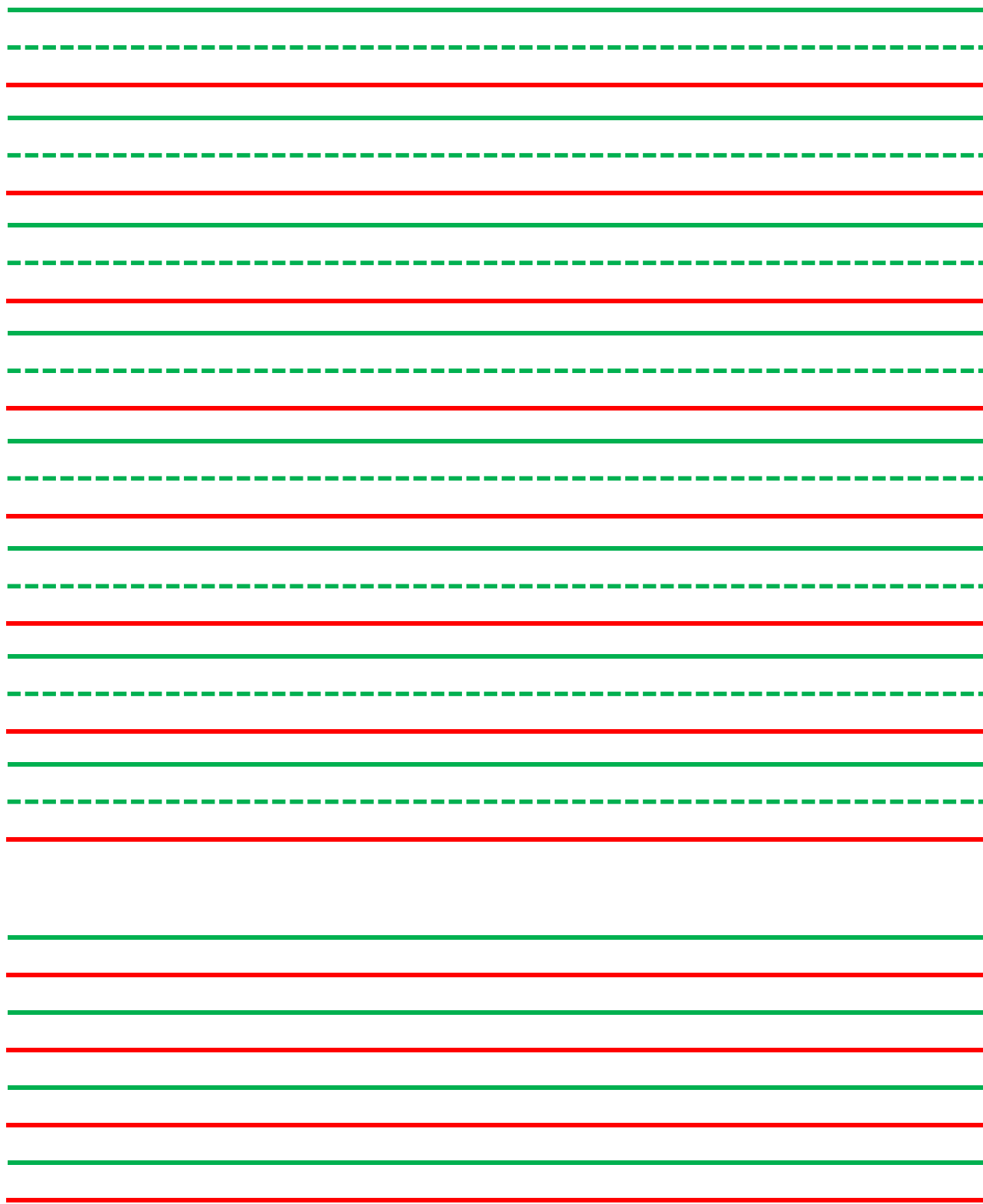
A black hole is a region in space where the pulling force of gravity is so strong that light is not able to escape. The strong gravity occurs because matter has been pressed into a tiny space. This compression can take place at the end of a star's life. Some black holes are a result of dying stars.

Worksheet 3

Carefully and neatly, rewrite the following paragraph as indicated above:

Wind tunnels are tube-shaped facilities that allow engineers to move air over a vehicle as if it were flying. They help researchers to learn more about how an aircraft will fly. NASA uses wind tunnels to test scale models of aircraft and spacecraft. Some wind tunnels are big enough to hold full-size versions of vehicles. By moving air around an object, the wind tunnel simulates the conditions of the object in flight.

Source: This paragraph is scanned and reproduced from T. Smith publishing
www.tlsbook.com

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of four lines: a solid green top line, a dashed green line, a solid red baseline, and a solid green bottom line. These sets are arranged in two columns of five, providing a structured space for practicing letter formation and alignment.

Normal Handwritings of the Above Paragraph of Worksheet 3:

Given below are the normal handwritings of the Above Paragraph of Worksheet 3:

Wind Tunnels

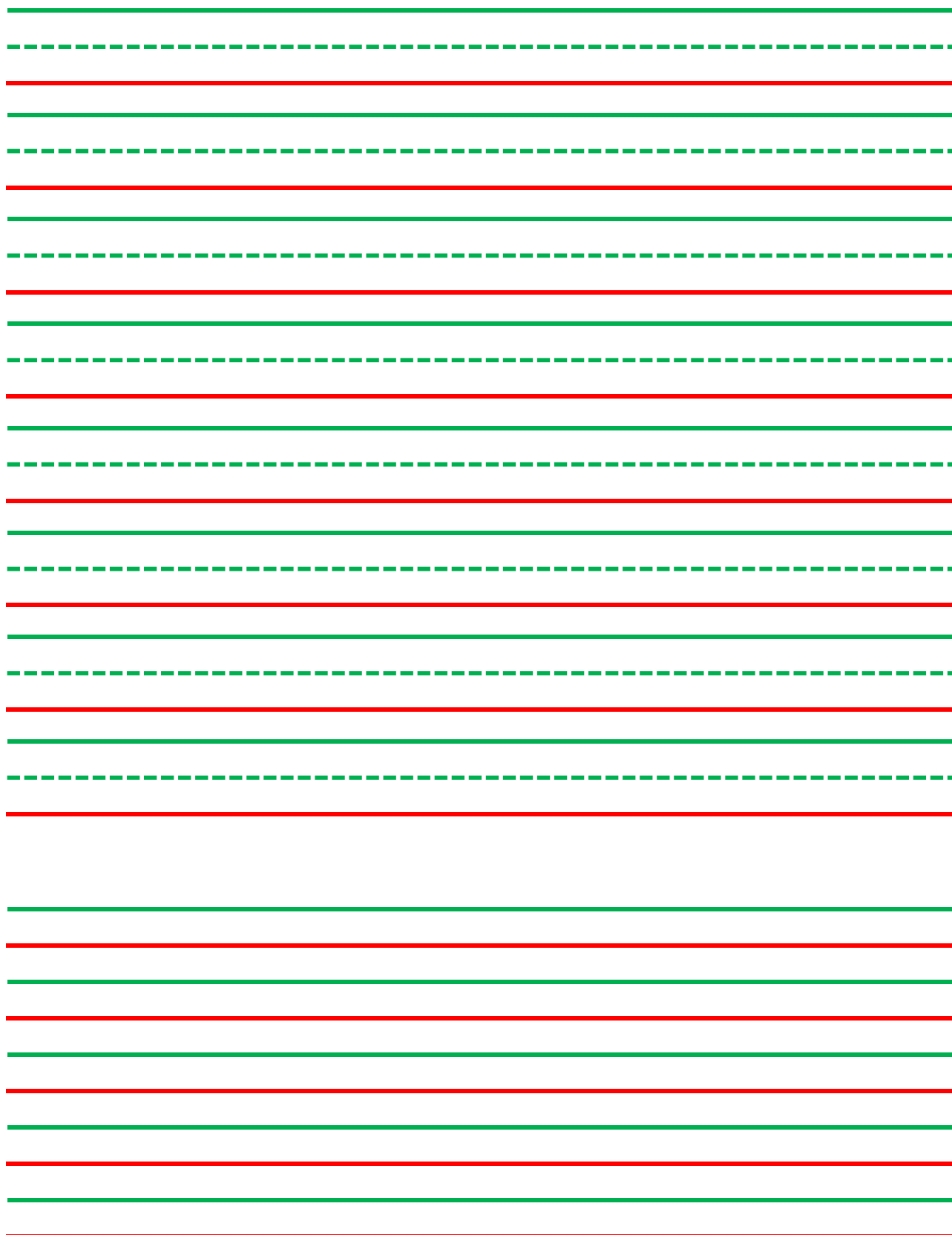
Wind tunnels are tube-shaped facilities that allow engineers to move air over a vehicle as if it were flying. They help researchers to learn more about how an aircraft will fly. NASA uses wind tunnels to test scale models of aircraft and spacecraft. Some wind tunnels are big enough to hold full-size versions of vehicles. By moving air around an object, the wind tunnel simulates the conditions of the object in flight.

Worksheet 4

Carefully and neatly, rewrite the following paragraph as indicated above:

The Hubble Space Telescope is a large telescope in space. It was launched into orbit by space shuttle Discovery in 1990. Hubble orbits about 550 kilometers (342 miles) above Earth. It is the length of a large school bus and weighs as much as two adult elephants. Hubble travels about 5 miles per second, and is powered by sunlight.

Source: This paragraph is scanned and reproduced from T. Smith publishing
www.tlsbook.com

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid green top line, a dashed green middle line, and a solid red bottom line. These sets are arranged in two columns of five, providing a structured space for practicing letter formation and alignment.

Normal Handwritings of the Above Paragraph of Worksheet 4:

Given below are the normal handwritings of the Above Paragraph of Worksheet 4:

The Hubble Space Telescope

The Hubble Space Telescope is a large telescope in space. It was launched into orbit by space shuttle Discovery in 1990. Hubble orbits about 550 kilometers (342 miles) above Earth. It is the length of a large school bus and weighs as much as two adult elephants. Hubble travels about 5 miles per second, and is powered by sunlight.

Worksheet 5

Carefully and neatly, rewrite the following paragraph as indicated above:

The space shuttle is NASA's space transportation system, designed to carry astronauts and cargo to and from Earth orbit. The first space shuttle flight took place in 1981. The space shuttle fleet is scheduled to be retired in 2010. When the shuttle program ends, the space shuttle will have been launched on about 130 missions..

Source: This paragraph is scanned and reproduced from T. Smith publishing
www.tlsbook.com

The page contains a series of horizontal lines for writing practice. The lines are arranged in a repeating pattern of three colors: solid green, dashed green, and solid red. There are 15 sets of these three-line groups, providing a total of 45 lines for writing practice.

Normal Handwritings of the Above Paragraph of Worksheet 5:

Given below are the normal handwritings of the Above Paragraph of Worksheet 5:

The space shuttle is NASA space transportation system, designed to carry astronauts [= persons trained to travel in a spacecraft] and cargo to and from Earth orbit. The first space shuttle flight took place in 1981. The space shuttle fleet is scheduled to be retired in 2010. When the shuttle program ends, the space shuttle will have been launched on about 130 missions.

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www.tlsbook.com

Appendix: Previous Exam Question Papers

Republic of Yemen
Hodeidah University
Zabid-Faculty of Education
Department of English
Date: Saturday 29/08/2015

In the name of Allah
Final Exam (Regulars)



Level & Course: I Year English
Subject: Writing 2
Time: 3 hours
Total Marks: 150
Teacher: Dr. A. M. M. Ali Shaghi

Name of the student: **Enrollment No.:**.....

Question No.	I	II	III	IV	V	IV	Total
Marks Scored							
Maximum Marks	30	18	30	30	18	24	150

- I. Study carefully the following Note and the following Two Tables (of the Complex Sentences and Compound-Complex Sentences) with their Rules and examples given in pages 1 and 2 and then answer the questions A and B that follow in pages 2 and 3: (30 Marks)**

(**Note:** Keep in mind the following: IC = Independent Clause, DC = Dependent Clause, CConj = Coordinating Conjunction (and, but, or, for, nor, yet, so), SConj = Subordinating Conjunction (Although/though/even though, Because/since/as, When/as soon as/before/after/ while, Where, Who, whom, which, that, What, If/unless/in the case that), NP = Noun Phrase, and , = Comma)

Complex Sentences Examples & Rules	
1	As Henry needs to learn English, I will teach him. As + Henry needs to learn English + , + I will teach him. SConj + DC + , + IC
2	We went for a walk even though it was raining. We went for a walk + even though + it was raining. IC + SConj + DC
3	When I'm writing a letter, and I'm leaving, you will find it tomorrow. When + I'm writing a letter + , + and + I'm leaving + , + you will find it tomorrow. SConj + DC + , + CConj + IC + , + IC
4	Since it allows me to watch what I want when I want, I prefer to watch TV by streaming over the internet. Since + it allows me to watch + what + I want + when + I want + , + I prefer to watch TV by streaming over the internet. SConj + DC + SConj + DC + SConj + DC + , + IC

Compound-Complex Sentences Examples & Rules	
1	Our father taught us many lessons which helped us succeed in life, and we will miss him greatly. Our father taught us many lessons + which + helped us succeed in life + , + and + we

	will miss him greatly. <i>IC + SConj + DC + , + CConj + IC</i>
2	Susan teaches the kids who live in the neighborhood in the evenings after she comes home from work. Susan teaches the kids + who live in the neighborhood in the evenings + after + she comes home from work. <i>IC + SConj + DC + SConj + DC</i>
3	Anthony instructed us on how the products are assembled, but he failed to tell us where they were made. Anthony instructed us on + how the products are assembled, but he failed to tell us + where + they were made. <i>IC + SConj + DC + , + IC + CConj + IC + SConj + DC</i>
4	Because we had limited time, we didn't read the final chapter, yet we still enjoyed the book. Because + we had limited time + , + we didn't read the final chapter + , + yet + we still enjoyed the book. <i>SConj + DC + , + IC + , + CConj + IC</i>
5	If he wants to join us, he needs to ask the man who invited us to the party, or he can stay home. If + he wants to join us + , + he needs to ask the man + who + invited us to the party + , + or + he can stay home. <i>SConj + DC + , + IC + SConj + DC + , + CConj + IC</i>
6	The students who attended the university went on strike, for they protested the tuition hikes. The students + who + attended the university + went on strike + , + for + they protested the tuition hikes. <i>NP + SConj + DC + IC + , + CConj + IC</i>

A: Identify and write the Rules of the following sentences on the space provided below: (the Complex Sentences Rules (1, 2, and 3) and Compound-Complex Sentences Rules (4 and 5)); the first rule is done for you: (3x5=15 Marks)

No.	Sentences are given you give the Rules.
1.	As Henry needs to learn English, I will teach him.
1.	<i>SConj + DC + , + IC</i>
2.	I really enjoyed the concert although the music was too loud.
2.	
3.	When I'm writing a letter, and I'm leaving, you will find it tomorrow.
3.	
4.	The boys refused to ask the teacher who had instructed them any questions, so they failed the exam.
4.	
5.	Although the exercise was difficult, we managed to finish it on time, so we passed the exam.
5.	

B: Write on your own words (three Complex Sentences (1, 2, and 3) and two Compound-Complex Sentences (4 and 5)) on the space provided below according to the following rules; the first complex sentence according to its rule is done for you: (3x5=15 Marks)

No.	Rules are given, you give the Sentences
1.	SConj + DC + , + IC
1.	<i>As Tom needs to learn English, I will teach him.</i>
2.	IC + SConj + DC
2.	
3.	SConj + DC + SConj + DC + SConj + DC + , + IC
3.	
4.	SConj + DC + , + IC + , + CConj + IC
4.	
5.	NP + SConj + DC + IC + , + CConj + IC
5.	

II. Rewrite the following 6 sentences correctly on the numbered spaces provided below; the first is done for you. (3x6=18 Marks)

- 1) Aliyyah, she lives in Hudeidah.
 - 2) Ahmed, he lives in Zabid.
 - 3) He hopes finding a new job.
 - 4) She enjoys watching TV, play tennis, and cook.
 - 5) We'll visit you when we will come next week.
 - 6) They was sleeping when she telephoned.
- 1) Aliyyah lives in Hudeidah.
 - 2)
 - 3)
 - 4)
 - 5)
 - 6)

III. Write in the space provided below a long Descriptive Paragraph on any One of the following topics:

1	<i>Yourself</i>	3	<i>Yemeni Coffee</i>
2	<i>Your Friend</i>	4	<i>Any One of Daily Sunnahs of Prophet Mohammed (PBUH)</i>

IV. Write in the space provided below a long Narrative Paragraph.
(30 Marks)

V. Write in the space provided below an Intermediate or Advanced Free Writing Paragraph on any topic you like.
(18 Marks)

VI. According to what you have studied in your Cursive Handwriting-Section of Writing 2 Handout, answer the following two questions A and B (using a cursive handwriting) in the space of three-line-staves given below. (24 Marks)

A. Carefully and neatly copy these 6 lower and upper case letters on the following three lines of the three-line-staves: A, a, m, b, K, and X; the 1st is done for you.
(12 Marks)



B. Re-write the following sentence: (Edward went to England.), with cursive upper case letter E and the other cursive lower case letters; the 1st is done for you. (12 Marks)



☺ 📖 Best wishes & Good luck! 📖 ☺

Lecturer & Examiner: Dr. Shaghi, IYE, 2nd semester, Writing 2, Final-Exam (Regulars),
Saturday 29/08/2015

Republic of Yemen
Hodeidah University
Zabid-Faculty of Education
Department of English
Date: Saturday 17/09/2015

In the name of Allah
Final Exam (Regulars)



Level & Course: I Year English
Subject: Writing 2
Time: 3 hours
Total Marks: 150
Teacher: Dr. A. M. M. Ali Shaghi

Name of the student: **Enrollment No.:**

Question No.	I	II	III	IV	V	IV	Total
Marks Scored							
Maximum Marks	25	18	35	30	18	24	150

- I. Study carefully the following NOTE and TABLE of “Compound-Complex Sentences” with their SENTENCES and RULES given in page 1 and 2, and then ANSWER the QUESTION that follows this TABLE in page 2. (30 Marks)**

(**Note:** Keep in mind the following: IC = Independent Clause, DC = Dependent Clause, CConj = Coordinating Conjunction (and, but, or, for, nor, yet, so), SConj = Subordinating Conjunction (Although/though/even though, Because/since/as, When/as soon as/before/after/ while, Where, Who, whom, which, that, What, If/unless/in the case that), NP = Noun Phrase, and , = Comma)

Compound-Complex Sentences Examples & Rules	
1	Our father taught us many lessons which helped us succeed in life, and we will miss him greatly. Our father taught us many lessons + which + helped us succeed in life + , + and + we will miss him greatly. IC + SConj + DC + , + CConj + IC
2	Susan teaches the kids who live in the neighborhood in the evenings after she comes home from work. Susan teaches the kids + who live in the neighborhood in the evenings + after + she comes home from work. IC + SConj + DC + SConj + DC
3	Anthony instructed us on how the products are assembled, but he failed to tell us where they were made. Anthony instructed us on + how the products are assembled, but he failed to tell us + where + they were made. IC + SConj + DC + , + IC + CConj + IC + SConj + DC
4	Because we had limited time, we didn't read the final chapter, yet we still enjoyed the book. Because + we had limited time + , + we didn't read the final chapter + , + yet + we still enjoyed the book. SConj + DC + , + IC + , + CConj + IC
5	If he wants to join us, he needs to ask the man who invited us to the party, or he can stay home. If + he wants to join us + , + he needs to ask the man + who + invited us to the party + , +

	or + he can stay home. <i>SConj + DC + , + IC + SConj + DC + , + CConj + IC</i>
6	The students who attended the university went on strike, for they protested the tuition hikes. The students + who + attended the university + went on strike + , + for + they protested the tuition hikes. <i>NP + SConj + DC + IC + , + CConj + IC</i>

Complete the following table by only writing the RULES of the given SENTENCES based on the above note and table; the first is done for you: (5x5=25 Marks)

No.	The SENTENCES are given you give the RULES
1.	Our father taught us many lessons which helped us succeed in life, and we will miss him greatly.
1.	<i>IC + SConj + DC + , + CConj + IC</i>
2.	Although the exercise was difficult, we managed to finish it on time, so we passed the exam.
2.	
3.	When I'm writing a letter, and I'm leaving, you will find it tomorrow.
3.	
4.	The boys refused to ask the teacher who had instructed them any questions, so they failed the exam.
4.	
5.	Although the exercise was difficult, we managed to finish it on time, so we passed the exam.
5.	

II. Rewrite the Incorrect Sentences given in the left column of the following table correctly; write the Corrected Sentences in the right column of the table; the first is done for you. (3x6=18 Marks)

No.	Incorrect Sentences	Corrected Sentences
1	Amiinah, she lives in Taiz.	<i>Amiinah lives in Taiz.</i>
2	Amiin, he lives in Zabid.	
3	They was sleeping when she telephoned.	
4	She hopes finding a new job.	
5	She enjoys watching TV, play tennis, and cook.	
6	We'll visit you when we will come next week.	

III. Write in the space provided below and next page a long Descriptive Paragraph on any ONE of the following three TOPICS. (35 Marks)

1	<i>About Yourself</i>	2	<i>About Yemeni Coffee</i>	3	<i>About Your Best Friend</i>
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IV. Write in the space provided below a long Narrative Paragraph on any STORY you like. (30 Marks)

V. Write in the space provided below an Intermediate Free Writing Paragraph on any TOPIC you like. (18 Marks)

VI. According to what you have studied in your Cursive Handwriting-Section of Writing 2 Handout, answer the following two questions A and B (using a cursive handwriting) in the space of three-line-staves given below. (24 Marks)

A. Rewrite carefully and cursively these six Upper Case Letters (A, B, C, D, E, and F) on the following three-line-stave; the 1st is done for you. (12 Marks)

A

B. Re-write the following sentence: (Edmond travelled to England.), with cursive upper case letter E and the other cursive lower case letters; the 1st is done for you. (12 Marks)

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☺ 📖 Best wishes & Good luck! 📖 ☺

**Lecturer & Examiner: Dr. Shaghi, IYE, 2nd semester, Writing 2, Final-Exam (Regulars),
Saturday 17/09/2015**